



### Appendix Questions: Resources

*This appendix is a supplement to the Placement Advocacy Guide. These are more detailed questions and suggestions corresponding to the guide's sections. This is meant to help understand the current situation and potential options going forward. These are not intended to cover all areas of concern for every individual case. It's assumed that there may be some questions which aren't applicable and others that need further investigation. As stated on the guide this can be modified for a child/youth who is in a foster home as opposed to a facility.*

### FACILITY/OUT OF HOME PLACEMENT INFORMATION

- 1) How did they get there?
  - a) Review all reports
  - b) Where does the child/youth want to live?
    - i) Find out before meeting
    - ii) Revisit when meeting
  - c) Talk with family/kin and any other relevant parties:
    - i) How did the different factors lead up to being in the facility?
    - ii) How can family/kin be supported in having the child return home and stay home?
    - iii) Can a treatment plan be developed and worked on prior to discharge so that supports who might not otherwise be eligible can become viable placement?
- 2) What is their return home date, and/or the plan for return? (Should begin on Day 1)
  - a) What will be the ongoing staffing schedule and accommodations for family if needed? (Transportation, language, etc.)
  - b) What are the names and best contact information for important staff?
  - c) Can longer term services stay in place, or be set up to continue past the placement?
  - d) Are there Medicaid funded services available?
- 3) Asking for the youth's perspective:
  - a) What are the rules?
    - i) How do they handle discipline?
    - ii) How do they handle isolation?
    - iii) Are there restraints and how are they used?
  - b) How does the level system work?
    - i) Is it clear or confusing?
    - ii) Is it as easy to get rewarded as get in trouble?
  - c) How do they earn level/privileges?
    - i) Discuss strategies on how to gain and maintain privileges.
    - ii) Explain outside of privilege itself why it is important to earn. Can use to show this level is no longer needed.
  - d) How do you see staff interacting with other kids and families?
  - e) What is the general environment, their experience living there like?
- 4) Day to day:
  - a) Food locked? Emergency lights on all night?
  - b) What do they notice/think about the placement?
  - c) What is an average day like?
  - d) How are they doing in school?
    - i) What's the classroom experience?
    - ii) Do they need extra help?



- e) What happens after hours/free time?
  - f) What are the recreation/outdoor activities? How often/long?
  - g) What happens on weekends?
  - h) What do they think is helpful there?
  - i) What do they find isn't helpful?
  - j) What is their view and experience of the rules, discipline?
  - k) Any cultural considerations not being met?
- 5) Who are the staff they're most comfortable with?
- a) What's the staff's role, and in what situations do they see the staff?
  - b) How is the staff/s helpful?
- 6) Are there any problems with staff or residents?
- a) If so, how best to handle it?
  - b) Do they want you to talk with staff now? If so, how would that look?
  - c) If emergency or safety related you would talk to GAL ASAP and get back to them. Call the GAL in the moment if you are able and setting appropriate.
  - d) If not an immediate need, what are next steps and strategies to deal with in the short term?
- 7) Who do they have visits with and what type of visits are they (in the community/at the facility)?
- a) What is the frequency and their experience of the visits?
  - b) Would they like the visits to be increased/expanded?
  - c) Are there back up or additional visiting resources to include?
  - d) Do they have any questions about the visiting policy?
- 8) What needs to happen for them to be able return home or at least argue for it?
- a) What do they need to do while there?
  - b) What you and other parties (GAL, DHS, family, etc.) will be doing while they're there?
  - c) What do they think is the best plan to get home/stay home?
    - i) Who are family/kin, community resources, immediate and extended?
    - ii) What is their level of involvement/willingness to be involved?
    - iii) Who does youth think are best long-term resources?
      - (1) If there are resources that child does NOT want explored, who are they?
      - (2) Why does youth not want them explored?
    - iv) Are there short-term resources to bridge until longer term resources are available?
      - (1) People they have mentioned before
      - (2) People they never mentioned or don't think are possible (worth a discussion)
    - v) Practically what needs to be in place to make it happen?
    - vi) What if any safety concerns are there and how will they be addressed?
- 9) What supports would help while in placement?
- a) Be aware of the date of their removal. Think of Us – noticeable unprovoked responses volunteering the date and commenting on how anniversary dates were difficult.
  - b) Likewise, be mindful of holidays, birthdays, etc.
  - c) Who do they know that can help?
  - d) Who do you go to for help?
  - e) What family/kin/friends are supportive?
  - f) How can they help?
  - g) Get the potential resource's contact info and go over with the child/youth how much and what information is ok to share with resources at this point.
- 10) What are 1 or 2 back up plans if the ideal plan doesn't work?
- a) Plans fall through, circumstances change.



- b) What is the general timeline of next steps for them to be aware of (i.e., meetings, court)?
  - c) When will you follow up?
  - d) Provide your contact info and time frame of returning calls.
- 11) Would they like to come to the next court date?
- 12) If they would like to come to court, how will they get there?
- 13) Do they have questions or concerns about court?
- a) If they would like to come to court what would make them comfortable?
    - i) Where do they want to sit (addressing this beforehand GAL can then be sure to guide child to place where child wants to sit without asking in front of all parties, i.e., parents)?
    - ii) Do they intend to talk? If they do not, GAL can let court know that child just wants to observe for today.
  - b) If they have concerns what are things that could ameliorate and help them participate (virtual, support person to stay with them, meeting with judge individually, etc.)
- 14) For the GAL:
- a) Is the facility appropriate for child/youth, why/why not?
  - b) Discuss the pros and cons.
  - c) What are your thoughts on next steps?

#### **RISK OF MORE RESTRICTIVE PLACEMENT INFORMATION**

- 1) What are the issues currently that makes removal and placement a possibility?
- 2) What is the related history to current situation?
  - a) Review all reports.
- 3) What's the priority now?
  - a) What needs to change to alleviate the risk of removal or address safety concerns?
  - b) If they can't stay at home, where can they go that's not placement?
  - c) Who are family, kin, community resources, immediate and extended?
  - d) What is the resource's level of involvement/willingness?
  - e) Can some be crisis or short-term resources?
  - f) Who do they think are best long-term resources?
- 4) Who are decision makers (legally and in general influential in family)?
  - a) What are their thoughts on the situation?
  - b) What are their ideas on solutions?
  - c) Who can contribute support (crisis and long-term)?
  - d) Are their cultural considerations not being addressed?
- 5) Practical plans:
  - a) Are there short-term long-term safety concerns?
  - b) What are strategies to address safety or general stability, short term and/or long term.
  - c) What are the youth's responsibilities to stay in the community?
  - d) What are the CCs and other players (GAL, DHS, Family, etc.) responsibilities to help support in community?
    - i) What are 1 or 2 back up plans if the main plan doesn't work?
    - ii) Plans fall through, circumstances change.
- 6) What does a successful plan look like to them?
  - a) Who is in that plan with them?
  - b) How do those people help make it successful?
  - c) What supports do they (family/child/youth) need?
  - d) How can they be successful long-term?
- 7) Walk through the different parts of the plan for staying at home or in the community.



- a) If there are areas of potential concern, what are plans for addressing them?
  - b) If plans change, how to make changes without major disruption?
  - c) Call you or the GAL sooner than later if they are struggling.
- 8) Next steps:
- a) What is the general timeline of next steps for them to consider (i.e., meetings, court)?
  - b) What is the best type of communication (how, how often, best way) between you?
  - c) Provide your contact info and time frame of returning calls.
  - d) If Placement seems inevitable begin collecting information to be a part of any assessments.
- 9) Would they like to come to the next court date?
- a) Do they have questions or concerns about court?
  - b) If they would like to come to court, how will they get there?
  - c) What would make them comfortable in court
    - i) Where do they want to sit (addressing this beforehand helps kids who feel on the spot about choosing to not sit with parents, GAL can then be sure to guide child to place where child wants to sit without asking in front of all parties)?
    - ii) Do they intend to talk? If they do not, GAL can let court know that child just wants to observe for today.
  - d) Are there things that could ameliorate concerns and help them participate (virtual, support person to sit with, meeting with judge individually, etc.)
- 10) For the GAL:
- a) Are there options to removal or a more restrictive level of care for child/youth, why/why not?
  - b) Discuss the pros and cons.
  - c) Explain your thoughts on next steps?

#### QUALIFIED RESIDENTIAL TREATMENT PROGRAM (QRTP) INFORMATION

- 1) As soon as notified or aware assessment will be done, review and collect all reports (Importance of good communication with CWs, etc.):
  - a) Make sure information in reports is accurate and current.
  - b) Is there other information from therapists, school, etc., that should be included? If yes, then start talking with providers and collecting ASAP.
  - c) Explain the purpose of the exam to the child/youth.
  - d) Work with youth on their potential input, the importance of it, and what assessment may be like to experience. Stranger asking lots of questions, maybe odd sounding questions, the same questions are given to everyone, etc.
  - e) Coordinate with assessor/CW to make sure all information is correct and being reviewed.
  - f) Review final report and discuss with GAL.
  - g) Plans for next steps.
- 2) If the youth qualify for QRTP but no facilities will take the youth:
  - a) Find out why the youth doesn't qualify for each facility.
  - b) If the youth have higher acuity needs preventing the placement, determine if they are more appropriate for a PRTF level of care (which requires a finding of medical necessity and is funded by Medicaid).
  - c) Reach out to OCR/CDHS re: some state funded beds that may be an option.
- 3) If placed in a QRTP:
  - a) When are the review assessments occurring?
  - b) Advocacy continues.